DOCUMENT RESUME

ED 324 707 CS 507 271

AUTHOR Miller, Virginia H.
TITLE The Design and Implementation of a Speech, Drama, and Communications Course for Junior High Students.
PUB DATE Dec 85
NOTE 102p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Communication Apprehension; *Communication Skills; Course Content; *Course Organization; Curriculum Development; *Dramatics; Grade 8; Grade 9; Junior High Schools; Junior High School Students; Language Arts; Peer Acceptance; Private Schools; Self Concept; *Speech Communication; Teacher Developed Materials
IDENTIFIERS Florida

ABSTRACT

A practicum was designed (for grades 7-9) which implemented a speech, drama, and communications course (18 students) at a nonpublic Christian school. The goals of positive student self-image and peer acceptance were emphasized through teacher-made and religious-oriented materials as well as through written and oral student presentations evidencing communication skills and drama experiences. Teaching segments were organized according to activities in four major areas: listening/observing, planning/teaching, writing/directing, and speaking/acting. Performances were geared to chapel presentations and plays before lower-school classes. Results on pre/posttests for oral presentation, teaching assignment, and dramatic performance evaluations revealed improved abilities for most student participants. Additionally, favorable comments about student performances and the messages of the presentations were made by other teachers, parents, and school administrators. (Twenty-one appendixes containing evaluation forms and course activities are included; and 16 references are attached.) (KEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324707

THE DESIGN AND IMPLEMENTATION OF A SPEECH, DRAMA, AND COMMUNICATIONS COURSE FOR JUNIOR HIGH STUDENTS

by

VIRGINIA H. MILLER

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Virginia H. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School Practices Information Files for reference.

December/1985

RUNNING HEAD: DESIGN AND IMPLEMENTATION OF SPEECH, DRAMA

CS507271

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
AUTHORSHIP STATEMENT	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
OBSERVER'S VERIFICATION	vi
CHAPTER	
I. PURPOSE	1
II. RESEARCH	19
III. METHOD	25
IV. RESULTS	41
V. RECOMMENDATIONS	52
REFERENCE LIST	54
BIBLIOGRAPHY	56
APPENDICES	
APPENDIX A: School Enrollment by Grades	57
APPENDIX B: Fee and Tuition Schedule	58
APPENDIX C: Iowa Tests of Basic Skills Ranking	59
APPENDIX D: Oral Presentation Evaluation	61
APPENDIX E: Teaching Assignment Evaluation	63
APPENDIX F: Dramatic Performance Evaluation	64
APPENDIX G: Letter to Teachers	65

APPENDIX H: What Do You Think? 66

APPENDIX I: Ranking of Student Preferences 69

APPENDIX J: Are You a Good Listener? 70

APPENDIX K: Teacher Observations 72

APPENDIX L: Television Personality Observations 74

APPENDIX M: Bible Stories 75

APPENDIX N: Exercises on Effective Language 76

APPENDIX O: Inspirational Speech Topics 79

APPENDIX P: Persuasive Speech Topics 82

APPENDIX Q: Class Summary of Evaluations 83

APPENDIX R: Too Many Indians, Student Play 85

APPENDIX S: Drama Skit for Chapel 89

APPENDIX T: Log of Activities Completed 91

APPENDIX U: Course Evaluation 92

APPENDIX F

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Port Lauderdale, FL 33314

OBSERVER VERIFICATION FORM

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project.)

The project described in this practicum has been implemented in our school during the period, September 16, 1985, to December 16, 1985. As a result of this project the junior high department of the school now has an established elective fine arts course in Speech, Drama, and Communications. The course was designed and implemented by the author of this report. The course will continue to be offered on a semester basis to students in grades seven through nine.

Practicum Title The Design and Implementation of a Speech, Drama, and Communications Course for Junior High Students

Student's Name Virginia H. Miller

Program Site Seminole Presbyterian School, Tampa, Florida Date Dec. 19, 1985

Observer's Name Jeanette F. Hood Jeanette F. Hood
(please print and sign)

Observer's position Principal

Observer's comment on impact of the project (handwritten): The Speech and Drama course has been an effective addition to SPS's elective offerings. Students have had an opportunity to study the skills of communication, as well as apply them through "live" performances.

I. PURPOSE

Twenty-one years ago the pastor and a small group of church leaders of a thriving and dedicated Protestant congregation established the Christian day school in which this practicum project took place. It is the stated goal of the school, quoted here from the Parent-Student Handbook, to "prepare the child, by the development of his God-given gifts, to advance God's kingdom in whatever vocation he enters."

Located in a rapidly growing and metropolitan central Florida city, the school began with kindergarten-five and added grade levels and/or second or third sections of specific grades each year until it reached its present ninth-grade level in 1979. The student population now numbers 636 in grades kindergarten-four through nine. The distribution of students by grade level for the 1985-1986 school year is detailed in Appendix A.

The author of this report teaches junior high mathematics and is in her sixth year on the school faculty.

For the educator who would review this practicum for its possible application in his own school, it should be noted that most of the specifics of the practicum would be adaptable to any junior high setting. However, there are several activities within the practicum which are especially suited to a school which spans both elementary and junior high grades.

On the average, students are enrolled in the school for seven years. New students are accepted each year for about one-fourth of

the openings at any grade level. The most popular entry grades in descending order of new enrollees are kindergarten-five, first grade, kindergarten-four, and sixth grade.

School families are middle to upper-middle class. For 8% to 12% of the families it is a financial sacrifice to keep students in a private school, as evidenced by statistical bookkeeping records which document requests for extended payment plans. The student population is 99% white, 1% black. The metropolitan area has a rich Hispanic heritage, and approximately 15% of the school's students are of first- or second-generation Spanish descent. These racial and ethnic facts were compiled by this author through research of 1984-1985 school enrollment records.

The school operates in the black and is funded primarily through tuition. The church contributes to the school as a local mission outreach to supplement tuition income. Tuition, a complete schedule of which is found in Appendix B, is competitive with other religious schools in the area. It is approximately 25% lower than that at local non-religious private schools.

Obviously, in any school, professionalism would dictate that constant efforts be made to design, implement, and maintain the finest curriculum. In the private school setting the imperative is even stronger, because parents choose to send their children to the school, and finances depend upon not just their satisfaction but their enthusiasm. Consequently, the administration and faculty regularly review and evaluate all programs.

Policies and procedures generally originate with the administration but must be approved by the School Board, which is made up of 16 church

members appointed by the church governing body called the Session.

The school is under the leadership of a principal, who is assisted by a full-time primary specialist and two joint coordinator-teachers, each responsible for one of the three organizational divisions: primary, grades kindergarten-four through three; upper elementary, grades four through six; and junior high, grades seven through nine.

Because of its grade span, the school has the unique potential to provide opportunities for interactions and shared learning experiences between students of different ages. In reality, this possibility has been tapped only minimally, and a realization of this potential was one of the goals of this practicum project.

The school faculty and administration total 40, 30 of whom hold bachelor's degrees, 5 master's degrees, and 5 normal school or associate degrees. In addition to academic qualifications, staff members must also be active in their respective local churches. One teacher has been with the school since its founding; two more joined the second year; and five additional have taught at the school 10 years or more. Eleven faculty members teach junior high students, the target group for this study, full-time, for a teacher-pupil ratio of 1 to 17. Six more teachers participate in the junior high elective course program one period each day.

Parent interest, support, and involvement are high. The school explains to parents at the time of application for admission that the school considers the child's education to be a partnership between child, home, and school. The only occasion upon which

a student will be asked to withdraw from the school is when a parent does not participate in an ongoing effort to remedy an academic or discipline problem. The problem does not have to "disappear," but parents must work with the school to develop a solution.

The school's orientation is heavily academic with students' median composite and partial scores on the Iowa Tests of Basic Skills, administered to grades one through nine yearly, averaging at least one year above grade level. Scores for the last five school years are reported in Appendix C. Students at all grade levels have Bible study daily, and Christian value parallels are drawn within each of the other classes.

Through grade six students have a variety of fine arts experiences, including music and art weekly and a class program yearly. Junior high students, however, carry a six-subject class load, including English, mathematics, social studies, science, Bible, and physical education, plus a seventh-period elective. Elective choices, prior to this project, included: Spanish I and French I, generally taken by ninth graders, because each course offers one high school foreign language credit; life management skills and industrial arts, studied by girls and boys, respectively; computer applications; reading lab, required for students who need extra reading help; yearbook; chorus; beginning band; and art. Enrollments for each of the elective courses during the 1984-1985 school year were: Spanish I, 20; French I, 10;

life management skills, 15; industrial arts, 10; computer applications, 15; reading lab, 10; yearbook, 10; chorus, 5; beginning band, 10; and art, 15. These figures indicate that a total of 120 out of 153 junior high students selected an elective course. The other 33 students chose study hall. Previous years' enrollment distributions were comparable.

From a review of the enrollees in the three fine arts courses, provided by the teachers of each of those classes, the following facts emerged:

1. Five girls who were particularly interested and talented in vocal music enrolled in chorus and formed a performing ensemble.

2. Ten students joined the beginning band to develop instrumental proficiency.

3. Fifteen students pursued the art elective, which was taught to and evaluated on the basis of students with demonstrated artistic talents.

4. The three classes did not have maximum enrollments; the chorus could successfully have accommodated 30 students; the band 25; and art 20, a total of 45 elective openings, more than enough for the 33 students who chose study hall.

In the spring of 1984 the school became accredited by the Florida Council of Independent Schools. For two years prior to that time administration and faculty members engaged in an in-depth analysis of every phase of school life. The accrediting agency required the preparation of a document called the self-study, which

was to guide the review committee through a detailed understanding of the school's philosophy and operation. The school's curriculum handbook, already evaluated by the faculty annually, was carefully scrutinized as a part of the accreditation process.

A second purpose of the self-examination was to encourage the school's own staff to analyze specific strengths and weaknesses and propose possible remedies for the latter.

The school's academic success, as reflected by the achievement test scores detailed in Appendix C, was an obvious strength. The number of elective course offerings was commended by the review committee as excellent for a private school, which generally has fewer resources than the public system. However, the profile of students' choices of electives presented earlier indicated that the majority of junior high students were not receiving the enrichment that a fine arts program can offer. Students choosing an academic elective, that is, Spanish, French, computer applications, or reading lab, totaled 36%; students selecting study hall totaled 22%; students electing fine arts, yearbook, life management skills, or industrial arts, each of which can be considered an enrichment course, combined totaled only 26%, less than half of the sum of the other two categories.

During the 1984-1985 school year the junior high faculty was asked by the administration to study the school's elective program and suggest ways in which it could be revised and improved. At

meetings beginning in April 1985 faculty members expressed opinions, of which the following are representative:

1. The science chairman, whose teaching emphasis is highly academic and whose interest in the school is as both teacher and parent of four, including two in junior high, expressed the need for fine arts courses which do not add to academic study time and which are not talent-based.

2. A mathematics teacher, other than this author, reported observing students who were "burdened" by academics, who studied during homeroom, and who chose the elective period study hall for that purpose, too.

3. An English teacher described many students as "obsessed" by grades and in need of elective "outlets" in which they would not have extra homework or be graded in the academic sense.

4. This author requested the opportunity to design and implement a course in speech, drama, and communications which would develop self-confidence skills and help students appreciate that "there is more to life" than academics.

In June, 1985, the decision was made to initiate a new elective program with the following requirements:

1. Each student during grades seven through nine will take two semesters of fine arts, choosing from one-year courses in chorus or band and one-semester courses in art appreciation or

speech, drama, and communications.

2. During the remaining four semesters students must select any other two semesters of electives.

3. Present ninth graders may select these courses, but requirements one and two will apply only to present seventh and eighth graders.

4. First preference for all elective courses will continue to be given to ninth graders, followed by eighth graders, then seventh graders.

The need for this practicum project, the design and implementation of a speech, drama, and communications course for junior high students, was clearly mandated by the school's decision to expand its fine arts program.

The educational experiences of the author were significant to this study also. The writer is in her sixth year at this school with a new teaching assignment in junior high geometry, algegra I, and pre-algebra. For the previous five years she had taught first grade. The writer's educational career began in 1969 with the teaching of fifth-grade mathematics for one year and secondary general mathematics, algebra I, algebra II, and trigonometry for the next four years in a southwestern Virginia public school system. During the next six years the writer taught kindergarten-four and five part-time and tutored 10 students in grades 7 through 10 from six months to two years each in mathematics and language skills. While teaching secondary mathematics, the writer

also sponsored the high school yearbook, meeting with a staff of 15 for a class period daily plus many after-school sessions. Beyond the school setting the author has taught Sunday school and vacation Bible school from grades 1 to 12, has supervised junior and senior high students as vacation Bible school assistants, and has directed children ages 5 through 14 in several church musical and dramatic productions.

As a result of 16 years of academic and extracurricular associations with children and youth, the author has made the following personal observations:

1. It has generally been easier for the author to develop a close relationship with primary children than with students in junior and senior high in the regular teaching setting. John I. Goodlad, in his book, A Place Called School (1984), found that younger children consistently agree that "I always do what my teacher tells me to do" (p. 110). On the other hand, junior and senior high students modify their willingness to complete assignments with "usually" (p. 110) and mention teachers as a favorite part of school only 5% of the time (p. 77). Therefore, teachers of junior high students need to work especially hard at finding creative ways to communicate with older students.

2. The author found it possible to have more personal contact with students in a non-academic setting, such as the yearbook sponsorship.

3. The writer has observed that young children respond especially well to junior- and senior-high-age students when a teaching situation, such as the vacation Bible school assistant program, brings them together.

4. Students at all of the ages with which the author has worked who have had academic difficulties often excel in musical or dramatic endeavors. The author repeatedly heard from tutoring students that in their opinions teachers were not sympathetic to them personally. The need for increased self-esteem was obvious.

5. The author has developed the opinion that it is a strong link in a school's curriculum to have teachers undertake interdisciplinary responsibilities, for example, the sponsorship of the yearbook by a mathematics teacher. This practicum project provided just such an experience with a mathematics teacher designing and implementing a speech, drama, and communications course, an assignment which can set an example of "well-roundedness" for junior high students.

In the contexts of the school setting and the author's personal experience, this project addressed five specific points:

1. Junior high students experience unique physical changes which tend to make these years of schooling turbulent ones. Warren Baller and Don Charles in The Psychology of Human Growth and Development (1968) write that "although the fact of adolescence is basically physical, its significance in our culture is primarily social" (p. 347). Students are preoccupied with peer acceptance and sometimes

feel a sense of awkwardness which Baller and Charles explain is the gap between their maturing bodies "rejecting childhood" and their "inexperience . . . being rejected by adult society" (p. 347). Discipline problems within the classroom often start when a student tries to hide perceived inadequacies with inappropriate actions or attempts to show-off. Marynia Farnham (1952) speaks of the adolescent's "infinite longing for acceptance" (p. 88) as leading him to social satisfaction with the peer group which "shares his condition" (Baller and Charles, 1968, p. 349). As the dates of these references suggest, the adolescent dilemma is not new, and the junior high school's need to understand its students is universal. Baller and Charles consider this understanding to be essential for teachers to help students to "develop self-respect" (p. 3). Therefore, part one of this practicum problem was one which should be a high priority concern for junior high administrators, the continuing need to reach beyond academics and classroom order. The speech, drama, and communications course must address ways in which junior high students can learn to do things which make them feel personally satisfied and which find acceptance in the peer context.

2. The junior high students in this school are guided in the development not only of academic skills but also of Christian values. It is a goal of the school that the child both minister and witness to his faith. In weekly chapel services students hear the messages

and testimonies of others through talks, films, and music. Generally, chapel participants are adults, although band and vocal ensemble students have also shared their talents. This writer has discussed with the principal and the chapel coordinator the need for many more students to participate in chapel programs. Part two of this practicum problem was the need for more opportunities for students to give personal witness and to see the involvement of their peers.

3. The junior high student who attends a school such as this which spans 11 schooling years has the unique opportunity, suggested earlier, to interact with many different people. The school had enjoyed three successes of this type prior to this project: A fifth-grade class and a first-grade class participate monthly in a brother-sister program whereby the older students help the younger ones with projects such as crafts and a garden; selected ninth-grade boys and girls conduct field day activities for all other grades one day each year; and life management skills girls play games with and read to kindergartners regularly. The entire junior high student body is a rich source for more activities such as these. John I. Goodlad (1984) proposes an educational system in which all years of basic schooling are located on the same campus, with older students coaching younger ones (p. 330). Part three of this practicum problem was the need to have more of these kinds of interactions.

4. The junior high student who is on the threshold of adulthood needs interdisciplinary experiences which will encourage him to use

his academic skills and talents responsibly. In the current genre of teenage films is a summer 1985 release from Tristar Films titled Real Genius. The movie takes place on a fictional "high tech" college campus where students are all "genius-types." The film's central characters, one of whom is a 15-year-old admitted early because of his exceptional abilities, develop a laser device which they later discover their professor has sold as a sophisticated weapon. The thrust of the story is the characters' realization, after the youngest inventor says, "We just design it; let someone else decide what to do with it," that they do have a responsibility to make value judgments in the use of their intelligence. They subsequently sabotage the device and thwart its being used as a weapon. The movie does not make reference to religion, but one of the students says that he is sorry he had to become a college senior before realizing he should study more than science, that he needed philosophy, too, to put other knowledge in perspective.

John Dewey (1944) describes the difference between the mere acquisition of academic skills and the application of values to their use as the "gulf between merely living and living worthily" (p. 253). Goodlad (1984) repeatedly calls for "curricular balance" (p. 286) for every student. Part four of the practicum problem was the need at the junior high level for interdisciplinary pursuits.

5. The author of this study reviewed catalogues in search of materials for a course in speech, drama, and communications. Two

major publishers, Holt and Prentice-Hall, currently have textbooks available. Each of their programs is classified as a senior high course. This author studied each text and found many aspects of the Holt and Prentice-Hall publications which are appropriate for a junior high program. However, there are other course plans which the author designed specifically for her school setting. Part five of the practicum problem was the need to design an appropriate course for junior high students in the author's school.

The need for the course in speech, drama, and communications was examined from three perspectives, the school faculty's self-examination of elective offerings, educational psychologists' descriptions of adolescent needs, and the author's personal experiences. A significant accompaniment to these three supports for the program was the students' reaction to the presentation to them of the offering of speech, drama, and communications. Students were directed to indicate four elective choices in order of preference with the understanding that the first two choices would be assigned this year if available. Sixty-eight of the 167 junior high students or 41% selected speech, drama, and communications as one of their four choices. Thirty-nine students or 23% wanted to take the course this year by choosing it first or second. For 20 students or 12% this course was the first choice.

In summary, the need for a course in speech, drama, and communications was identified through the accreditation self-study,

through the examination of adolescent psychology, through the author's personal and professional experience, and through the students' own enthusiasm for the course.

The project was designed with outcome objectives intended to deal with the five broad junior high problem areas in the author's school previously detailed: adolescent self-confidence; student chapel participation; interaction between junior high and elementary students; interdisciplinary pursuits; and specific junior high course orientation.

Eighteen students enrolled in the pilot speech, drama, and communications class. Because one of the faculty's recommendations for the course was that its evaluation be non-academic, every student in the class proceeded through a sequence of activities and experiences and was expected to perform each task to his own maximum level of proficiency. The activities were carefully chosen to promote the desired outcomes through participation, not superiority. The author recognized that it is often difficult to assess whether or not a student is working up to his own potential. However, once again course activities were such that even a less-than-best effort would bring the student experiences he had not known before the course, and certainly greater effort would increase rewards proportionately.

Outcome objectives were of two types, one which was intended to provide benefits directly to individual students in the class and the

other which was planned to enrich other students in the school.

In the first area the objectives were:

1. After two weeks of specialized preparation in the class, as the teacher evaluated individual readiness, each student in the class would present a three-minute morning flag salute and announcement period via the intercom. This event was to occur daily with students in the class rotating to take at least three turns each.

2. After two weeks of specialized instruction on listening as an essential part of communication, each student in the class would be able to identify five barriers to effective listening and ways they can be overcome.

3. After six weeks of specialized public speaking instruction, each student in the class would be able to identify at least two strengths and two weaknesses of his own ability to make an oral presentation as measured by an actual statement of these strengths and weaknesses while viewing a videotape of his presentation with this author.

4. After 10 weeks of specialized oral presentation instruction, at least 14 of the 18 students in the class would demonstrate an increase of at least one average evaluation level in the total quality of oral presentation as measured by the pre- and post-test for individual speeches in Appendix D, the evaluation form for lower grade teaching assignments in Appendix E, or the dramatic presentation evaluation form in Appendix F and administered by another teacher and/or the author.

5. After eight weeks of specialized instruction in the elements of written and performed drama, each student in the class would be able to write, cast, and direct a one-act play as measured by the actual preparation of the script and performance of the play for the speech and drama class and/or other classes in the school.

In the second area the objectives were:

1. During the 12 weeks of plan implementation as students in the class brought the morning announcement period to the entire student body, other students and faculty and staff members would be aware of this contribution to the school's operation and would appreciate the responsibility these students have undertaken, as measured by attitudes and opinions expressed by other members of the school family and recorded as they are shared.

2. During the 12 weeks of plan implementation, the number of primary and elementary classes in the school to have regular interaction with junior high classes would increase from 3 to 15, as evidenced by a log of specific speech and drama class student-lower school student interactions.

3. During the 12 weeks of plan implementation, the number, type, and frequency of junior high student participants in chapel services per semester would increase from the present 10 to 15 band and choral ensemble students four times per semester to 25 to 30 music and speech and drama students seven times per semester as documented by a record of chapel programs in which the speech and

drama students participate.

The two types of objectives explained above were the tangible outcomes the author hoped the project would produce. Linking these two broad groups was an intangible goal which the author believed would be an accompaniment to their achievement. As junior high students participated in activities which would help to enhance their own self-images and which would encourage frequent interactions with other students, the total school program would benefit. The practicum was designed to tap the unique broad-age resource of a school which covers 11 grade levels. During the 12 weeks of plan implementation, it was hoped that there would be positive attitudinal responses to the assignments undertaken by the speech, drama, and communications students as measured by observations from administrators, faculty members, parents, and students.

II. RESEARCH

Information collection for this practicum project encompassed five primary areas:

1. The author did background reading in educational psychology to develop a better understanding of junior high students and to assess the value of fine arts in the junior high curriculum.

Baller and Charles (1968) point out that for the junior high student "nothing matters as much as the feeling of self-significance" (p. 25). They maintain that the recognition in a student's actions of the striving for that self-esteem is especially important for a teacher (p. 26).

Emily Auerbach (1975) describes the adolescent personality through a short story called "Thursday Morning." She creates a fictional junior high girl based upon students in her own experience. The character, Lynn, agonizes so over a speech assignment that her ability to function in other ways at home or school for two days before the dreaded Thursday is seriously affected. Auerbach's story suggests that this type of anguish is not unusual.

These thoughts support the need for junior high activities which promote self-confidence, such as the learning of oral presentation skills or the opportunity to teach younger children.

Barbel Inhelder (1962), an associate of Jean Piaget, discusses the formal thinking operations of the 11-to-15-year-old as defined

by Piaget. He says "the adolescent is capable of forming hypotheses and deducing possible consequences from them" (p. 26). In a program of specialized public speaking instruction the junior high student will select topics for oral presentation, for teaching to younger children, and for writing dramatically and will choose appropriate ways to present these ideas.

John Dewey (1944) places great importance upon fine arts in the educational process. He writes that "they reveal a depth and range of meaning in experiences which otherwise might be mediocre and trivial. . . . They are not luxuries of education; but emphatic expressions of that which makes any education worthwhile" (p. 238).

2. The author researched junior high fine arts philosophies and programs described in educational literature.

Marvin D. Jensen (1980) suggests that studies of dramatic literature, whether as a separate course or within an English class, can help junior high students to develop "insights into communication between sexes and within the family" (p. 32). He believes that the "aesthetic insights" developed through drama can enhance the adolescent's "human awareness" (p. 33).

Mary Colvario (1974) describes the oral communications program at South Boston High School, Boston, Massachusetts. She teaches communication skills through an eight-week workshop offered to high school juniors and seniors. The course attracts both business and college preparatory students, and Colvario feels its most important contribution to the school is the environment of an "honest interchange

of ideas . . . in the classroom" (p. 55). Students learn to become active listeners and participants. Colvario emphasizes that it is essential to offer the course separately and not simply to incorporate the skills into an English course. One student wrote of the class, "The course was nothing more than great!" (p. 60).

Ruth Carlson (1974) suggests regular dramatic activities even within the English class as a desirable alternative to "perfunctory learning tasks" (p. 82). She adds that today's young people need activities which "vitalize the classroom" (p. 82).

Anita Dugger (1981) details the speech and drama program of Tulsa, Oklahoma, public schools. She cites three specific goals of the one-year course: to reach students of varying ability and interest levels; to improve school discipline; and to encourage the incorporation of drama into other classes daily.

David Hartl (1979) outlines the complete curriculum of the junior high schools in Mt. Vernon, Washington. He identifies the school system as a small one with limited resources, a situation which can parallel this author's school, and he points out that even within a small system the skills of listening, speaking, and drama are essential.

3. The author conferred with principals of two other private Christian schools and with the speech and drama teacher at one public junior high school to learn of their fine arts offerings. Both Christian schools have high schools and reserve speech and drama training for the senior high years. Each has a well-developed

one-year elective course in drama. One school requires all sophomores to take a semester course in speech, which includes listening, writing, and speaking. At the latter school both junior and senior high students may participate in after-school dramatic productions. At the public junior high a one-year drama elective is offered to ninth graders only.

4. The author reviewed three speech and drama texts and several journal articles to gather ideas for specific activities. The students in the practicum course did not work from a textbook but pursued tasks at the teacher's direction and/or with teacher-prepared materials. The texts, Speaking Effectively by John V. Irwin, Marjorie Rosenberger, and John H. Sloan (1982), Speech by J. Regis O'Connor (1984), and Rehearsal by Miriam A. Franklin and James G. Dixon III (1983), each served as resource materials for the class. Specific activities drawn from them are credited as they appear in this report.

The author was pleased to discover endorsement for one of her own favorite ideas in an article by Marjorie H. Holden and Mimi Warshaw (1985). The two recommended the use of proverbs as "intrinsically motivating for adolescents" (p. 63). This author selected several sayings, quotations, and proverbs as inspirational speech topics. Holden and Warshaw suggest that the study of proverbs helps to increase a student's vocabulary as well as his wisdom for decision-making.

The author also utilized the concept of the impromptu

speaking exercise described by Randall L. Bytwerk (1985) with two of Bytwerk's suggested topics, "subjects which make them furious" and "new creative uses for familiar objects" (p. 149).

5. Paralleling research endeavors beyond the school in this study the author worked closely with the principal of her school, who has demonstrated support and enthusiasm toward the implementation of the speech, drama, and communications course and authorized this writer to design and teach the course.

From this research base the author drew the following conclusions:

1. The psychological make-up and mental abilities of the junior high student support the fact that it is educationally sound to include a course in speech, drama, and communications in the junior high curriculum.

2. The topics of speech, drama, and communications are successfully included individually or collectively in many junior and senior high curricula, either as separate courses or as part of an English class.

3. Generally, if separate courses are offered, they emphasize either speech and communications or drama.

4. Some schools offer these separate courses for one semester, others for one year.

5. Enrollments range from 15 in Mary Colvario's (1974) workshops to 30 in the local public junior high drama class, whose teacher this author interviewed.

6. Commercially prepared materials are available for students in grades 9 through 12 for separate speech and communications or drama courses.

7. The author's school setting was receptive and ready for a speech, drama, and communications course, the details of which will be explained in Chapter III.

JAN 6 1986

III. METHOD

The conclusions drawn from the research base led the author to propose that the following details be a part of the practicum school's speech, drama, and communications program:

1. The course would best be offered as a semester course with an ideal enrollment of 18 students.

2. Within the semester time-frame two groups or a total of 36 students may take the course each year.

3. Considering the age-range of the students, the shorter semester format would encourage the most task commitment from the students.

4. With the goals of positive self-image and peer acceptance in mind the course designed through this practicum should include the writing and presentation of both speech and communication skills and drama experiences.

5. Students should not use a textbook. Instead the most appropriate information, activities, and projects from the textbooks described in Chapter II should be combined with teacher-made materials.

6. Students in each of the courses reviewed through personal interview or professional literature had performance opportunities. In the author's situation the performances should be geared to chapel presentations and plays before lower school classes as well as community opportunities which might become available in order to enhance the students' possibilities for Christian witness.

7. A unique feature of this course, which would take advantage of and benefit the school's 11-grade span, would be the lessons presented by the speech and drama students to the younger children. The author found occasional performances by junior or senior high drama groups for elementary schools, but the establishment of an ongoing program of junior high-primary or elementary interaction apparently will be an innovative one.

8. The author consulted with the chapel coordinator, who reserved two upper school and one lower school chapel dates per semester for the pilot class and for the second class which is scheduled to follow.

9. The primary specialist and teachers of grades kindergarten-four through four participated with the author in selecting topics for the students to teach to younger classes. Lower school teachers were asked to respond to the letter in Appendix G indicating whether or not they would like to have speech and drama students visit their classes and what specific teaching topics they would suggest. An affirmative response was unanimous, and subjects suggested were: dramatization of Biblical or historical characters and events; dental health lessons; basic addition or subtraction facts; specific grammar rules; and science experiments.

10. The author met with junior high colleagues, who agreed to let students record observations of them as speakers in the classroom. Junior high teachers also tried to observe positive changes, such as increased self-confidence and discussion

participation, in the speech and drama students as the course progressed.

Eighteen students, each of whom had selected speech, drama, and communications as a first or second choice, met with this author for the first time on September 4. The initial nine days of class were devoted to assessment of students' needs, determination of students' interests, evaluation of students' present skills levels, and stimulation of students' enthusiasm for speech, drama, and communications activities.

Specific assignments pursued to achieve these goals were:

1. Students played a get-acquainted game. Seated in a circle, each student introduced himself by first and last name then gave a one-sentence fact about himself, for example, a hobby. As the game proceeded around the circle each student introduced himself and repeated the names and sentences of the people before him.

2. Students were asked to answer thoughtfully the questions on the survey in Appendix H. From the students' responses to the questionnaire the following class profile emerged: (a) The majority of the students had had only limited oral presentation experience, with 14 of the 18 having appeared before a group usually only to give class book reports; four of the students had had several dramatic experiences with church groups; (b) only five of the students had worked frequently with younger children, either their own brothers and sisters or children in their respective Sunday schools; (c) the activities the students wanted to pursue most were,

in descending order, teaching a short lesson to younger children at school, speaking before an elementary or primary class, and participating in a debate; a complete ranking of students' preferences is given in Appendix I; (d) "want to act" and "want to learn public speaking" were students' main reasons for choosing this course with 16 of the 18 marking both reasons; (e) seven students had feelings strong enough to prompt them to write comments that they want to learn to overcome being shy and to learn to feel more comfortable in front of people; (f) five students approached the class with particular enthusiasm, responding to 12 out of the 15 questions with ratings of 5.

3. Students were given the following rhyme, borrowed from the 1953 Metro-Goldwyn-Mayer musical, Singing in the Rain: "Moses supposes his toeses are roses, but Moses supposes erroneously. Moses supposes his toeses are roses, but his toeses aren't the roses he supposes them to be." They were told that on their choice of the third, fourth, or fifth day of class each student would be expected to read the poem or recite it from memory in whatever style or with whatever creative touches desired. Specific suggestions for how to present the poem were not given. The recitations proceeded as follows: (a) Fourteen of the 18 students chose to recite the poem while seated; (b) 13 of the students recited the poem in an unexpressive voice, approaching a monotone; (c) of those 13 all but one were able to recite the rather tongue-twisting words without difficulty; (d) of those 13, two of the students read

the poem; (e) five of the students added creative touches with one showing her "toes" and a vase of roses alternately as she recited expressively, one speaking in a slow, clear voice almost as if he were preaching about Moses, one speaking in a solemn voice as though the message were a serious one, and two girls each with a rose between her toes reciting the poem together, each time alternating recitation of lines. The teacher presented the final recitation with a dramatic sketch which imitated the rhythmic dance-routine rendition of the poem in the original movie. This activity was followed-up in the practicum implementation as the students themselves analyzed which recitations were most original, interesting, and entertaining.

3. Each student was asked to select and write three favorite scripture passages and to compose three 20- to 30-word prayers. All students practiced reciting the Pledge of Allegiance to the Flag together to determine an appropriate speed. The students were auditioned to lead the morning intercom exercises, which included the Pledge, announcements, scripture, and prayer for the first two weeks. For subsequent weeks, because of time limitations, the morning exercises included only the Pledge and announcements. Students took this responsibility when the teacher determined they were ready.

4. It was explained to students that on the seventh, eighth, and ninth days of the class each student would make a five-to-ten-minute oral presentation on a topic with which he is familiar and

enthusiastic. Suggestions given were hobbies, pets, favorite movies or books, clubs, or sports. Students were required to write word and phrase outlines of their proposed speeches. It was the author's original intent for the students to be evaluated by another teacher and herself using the evaluation instrument in Appendix D. However, the "stage fright" displayed by the majority of the students convinced the author that it would more successfully encourage the students' future endeavors and enhance their self-images to permit the students to choose their first audiences. They were asked to indicate preferred day of presentation and an audience preference of the entire class, any number of specific classmates and the teacher, or the teacher alone. Initially, one of the students asked to present his speech to the teacher only and six others selected only two to five classmates plus the teacher. After four students gave presentations to the entire class, two of the six asked to include all classmates in their audiences, too. The students generally selected topics with which they seemed to feel comfortable. However, their talks were characterized by frequent "and-uhs," rapid speech, lack of eye contact, and nervous gestures such as hair-twisting. This first presentation was discussed individually with each student during the practicum implementation to help students emphasize their strengths and improve their weak areas in future oral presentations.

At the conclusion of these preliminary activities, the author

began the practicum project, which proceeded as students completed activities in four major areas: listening and observing, planning and teaching, writing and directing, and speaking and acting. These activities are detailed in this report in the present and future tenses, because they constitute the curriculum guide for the school's new speech, drama, and communications course.

LISTENING AND OBSERVING

Weeks One and Two

Objectives of these lessons are:

1. Students will be able to describe the three major responsibilities of an active listener: being ready to listen from the beginning of a presentation, applying the information heard to oneself, and interacting with the speaker to create a feedback situation whenever possible.

2. Students will be able to identify the six conditions for improved listening that they as speakers may influence: the credibility of the speaker, the seating arrangement of the audience, the location and posture of the speaker, the elimination of distracting sounds whenever possible, the presentation of a speech with as little reading as possible, and the involvement of the audience.

Activities to be pursued are:

1. Students will complete the questionnaire in Appendix J to assess their own current listening habits. Each question will

then be discussed with students suggesting specific ways they can accomplish each of the positive listening practices.

2. Students will list as many of their classmates' names and one-sentence descriptions as they can. They will also list the topic of each presentation of which they were part of the audience. Discussions will follow on the value of the sentence descriptions as listening and memory tools and the elements of the presentations which helped students to remember topics.

3. Students will discuss their Moses recitations and identify the characteristics of individual presentations which captured their attention.

4. Students will participate in three days of lecture and discussion on the history of drama including the Egyptian, Oriental, Greek, Medieval, Elizabethan, Modern, and Contemporary theaters. These lectures will be conducted in several locations and ways to illustrate optimum and unfavorable listening conditions, including a seating arrangment widely separated on the field bleachers, a radio playing a talk show during the lecture, a ninth-grade student who is not a member of the class beginning the lecture, the teacher reading the lecture while seated, and the teacher delivering the lecture from the back of the room while students face the front.

5. Students will prepare written observations of each of their seven teachers and one chapel speaker, noting special techniques each uses to encourage and keep students' attention,

such as visual aids, marker expressions, voice variations, body movements, dramatizations, and involvement of students. Students will record their observations on the chart in Appendix K.

6. Students will listen to and observe video tapes of 12 different local and national television personalities and attempt to identify and judge qualities of their voices and presentations. Students will record their observations on charts like the one in Appendix L.

PLANNING AND TEACHING

Weeks Three through Five

Objectives of these lessons are:

1. Students will be able to identify four important elements of good teaching, knowledge of subject, planning of activities, gathering of materials, and carrying out of presentation.

2. Students will be able to teach a lesson to younger students and evaluate the success of that lesson.

Activities to be pursued are:

1. During week three students will select partners. Each of these teams will consult with this author and with another teacher in grades kindergarten-four through four to select a topic to teach to the latter teacher's class. Each team will then proceed to write a lesson plan including specific activities, preparation of visual aids, and an evaluation tool to determine what the children have learned from their lesson.

2. During weeks four and five each team will teach its lesson to its assigned class. Three teams will teach in the three sections of each grade level at a time and four other speech and drama class members will attend each class as observers. This author will visit each class while it is in progress and evaluate the assignment using the instrument in Appendix E.

3. Students will share and evaluate their teaching experiences.

WRITING AND DIRECTING

Weeks Six through Eight

Objectives of these lessons are:

1. Each student will be able to select a topic and appropriate characters for a one-act play and write an effective script to tell the story.

2. Each student will be able to plan and assemble costumes and props for the presentation of his one-act play.

3. Each student will be able to cast and direct the presentation of his play.

Activities to be pursued are:

1. Students will read several one-act plays from the book Rehearsal by Miriam A. Franklin and James G. Dixon III (1983) to determine the qualities of a good one-act play, including plot with introduction, evolution, and resolution and well-defined characters.

2. Each student will select a Bible story from the list in Appendix M. He will then identify characters and write a script

to dramatize the story for presentation to a class in grades kindergarten-four through four with plans for costumes and props.

3. Each student will cast his play from class members, with each class member participating in at least two plays besides his own.

4. All students will help this author with suggestions for three chapel programs to be presented by the class. Programs may include one or more of the above plays.

SPEAKING AND ACTING

Weeks Nine through Twelve

Objectives of these lessons are:

1. Students will be able to identify the major cause of stage fright, a strong desire to make an effective presentation coupled with a fear that the presentation will fall short of one's expectations. Students will understand that "controlled stage fright can aid [one] in becoming a successful speaker" (O'Connor, 1984, p. 131). Students will develop the ability to control stage fright through thorough preparation and relaxation techniques.

2. Each student will be able to prepare a speech in written form beginning with a well-chosen topic, continuing through an outline, and utilizing clear language.

3. Students will be able to deliver an effective speech of one of three main types, inspirational, persuasive, or entertaining, making effective use of varied delivery techniques and verbal and nonverbal language. It was the author's original intent that students

would present each of the three speech types. However, it was found during the implementation period that the semester time-frame does not permit the inclusion of all of the activities originally planned. Therefore, for the practicum implementation the author selected the inspirational speech. In subsequent semesters as the course is offered again the author will have students present the other speech types to determine which is a better learning vehicle for speech students.

Activities to be pursued are:

1. Students will practice the following relaxation techniques for controlling stage fright:

(a) Force yourself to yawn widely several times. Fill your lungs with air each time by breathing deeply.

(b) Let your head hang down as far as possible on your chest for several moments. Then slowly rotate it in a full circle, at the same time allowing your eyelids to droop lazily. Let your mouth and lower jaw hang open loosely. Repeat this rolling motion five or six times, very slowly.

(c) Sit in a slumped position in a chair as if you were a rag doll. Allow your arms to dangle beside the chair, your head to slump on your chest, and your mouth to hang open. Then tighten all muscles one at a time, starting with your toes and working up your body to your neck. Next, gradually relax each set of muscles, starting at

the top and working back down to your toes. Repeat this process several times. (O'Connor, 1984, p. 135)

2. Students will discuss audiences of which they have been a part, including their attendance at plays and their presence in the classroom, for the purpose of discovering that audiences are generally sympathetic to the problem of stage fright and will react in a friendly and encouraging way (Irwin, Rosenberger, and Sloan, 1982, p. 76).

3. Students will lead the student body in the Pledge of Allegiance and deliver the announcements on their respective morning announcement turn days.

4. Each student will deliver an impromptu speech on "something which makes him furious" (Bytwerk, 1985, p. 149).

5. Students will receive specialized instruction in the use of effective language, including concrete words, specific words, "color" words, variety of words and types of sentences, economy of language, contrast, repetition, and climax ordering. The teacher will introduce this section by announcing that she saw an incredible "glink" on the way to school. She will ask the students to describe a "glink" to guide them in recognizing that words must have meaning for speaker and listener. Students will examine words and paragraphs to determine their relationships to the above ideas. Exercises to be included in this section are found in Appendix N.

6. Students will be instructed in the effective use of body language, including eye contact, gestures, movements, and personal appearance. Students will recall the videotapes of television personalities and their characteristics in this area.

7. Students will design new creative uses for familiar objects such as a brick, a spoon, a sock, and a nail and will demonstrate these uses verbally and nonverbally.

8. Students will be asked to convey the emotions of affection, approval, disrespect, humility, refusal, satisfaction, suspicion and fear through nonverbal techniques.

9. Each student will select a topic from the list in Appendix C to present an inspirational speech. The student will prepare the speech thoroughly in writing before giving it and will rehearse it before two classmates of his choice. The presentation will be evaluated by the author and another teacher using the evaluation instrument in Appendix D. Each student's speech will be videotaped.

10. Each student will view the videotape of his speech with the teacher and will identify two strengths and two weaknesses of his presentation.

11. Each one-act play written during the previous unit will be presented before a younger class in grades kindergarten-four through four. The writer of each play will write five questions which he will ask the children of the audience class to answer following the presentation of the play to determine if the children learned

key points from the play.

12. Each student will participate in at least two of the three chapel programs which the class will present. Involvement may include speaking, handling of props, or acting.

13. Students will be instructed in the use of powerful opening statements and closing statements. Students will read selected speeches to search for examples of these elements. In addition students will be given several printed speeches cut into parts with the assignment that they arrange each set of parts into an effective speech.

14. During the practicum implementation period the students will begin to prepare a dramatic version of A Christmas Carol by Charles Dickens. The play will be presented after the practicum project has concluded. Future classes will present similar major dramatic productions.

15. Each student will be evaluated on each dramatic activity in which he participates using the instrument in Appendix F.

The following activities will be pursued by future classes in place of the inspirational speech. The speech types will be alternated from semester to semester.

1. Each student will select a topic for a persuasive speech from the list in Appendix P. The student will prepare the speech thoroughly in writing before giving it and will rehearse it before two classmates of his choice. The presentation will be evaluated

by another teacher and the author using the evaluation instrument in Appendix D.

2. Each student will select a topic of his choice for an entertaining presentation. The topic must be different from that of the first presentation and may include pets, hobbies, favorite books or movies, sports, or another subject approved by the teacher. The student will prepare the speech thoroughly in writing before giving it and will rehearse it before two classmates of his choice. The speech will be evaluated by another teacher and this author using the evaluation instrument in Appendix D.

IV. RESULTS

The enthusiasm with which the 18 students entered the speech, drama, and communications class sparked a contagious kind of excitement which seemed to extend to each activity they undertook. In short, the author believes that the new course is definitely a success. Before reviewing and evaluating the achievement of the project's objectives, the author would like to describe three individual student successes.

Student A is an eighth-grade boy who tests with above average intelligence but performs academically at an average-to-below-average level. He is loud, talkative, and often inattentive in every class, including speech and drama, according to his teachers. However, as the semester has progressed he has taken particular interest in each of the class oral assignments. Even for his preliminary speech he prepared excellent visual aids. He undertook the writing of his play with almost a passion. The drama, based on the parable of the prodigal son, contained careful plot development and easily understood dialogue. Its presentation to a third-grade class was very meaningful. His most exciting achievement was his portrayal of Ebenezer Scrooge in the class production of A Christmas Carol. In conjunction with his achievements in this class this author has spoken with the principal, to whom he has been referred for discipline several times by other teachers, in an effort to help him overcome his academic and behavior difficulties.

Student B is an eighth-grade girl who is an average student in ability and achievement. From initial indications the author would have expected her performance in this class to be satisfactory but not noteworthy. However, when she tackled her teaching assignment she demonstrated a delightful eagerness, drawing and coloring several illustrations to accompany her lesson. She brought M & M candies to give to the second graders in her class when they answered questions, moved about the room encouraging each child to participate, and conducted a thorough review at the end of her lesson. She wrote a play about the Old Testament heroine Esther and was especially excited to put together costumes from home for the presentation of her play. This course has proven to be an area in which she can excel.

Student C is a ninth-grade boy who is academically gifted. He is an only child, for whom the most frequent associations are with adults. The author also teaches the boy in geometry, and his work is always completed to perfection. Actually, the author has felt that he "takes most things too seriously," and that fine arts experiences would help to round-out his life. He began this course with the same serious attitude and a dependability which influenced the author to give him the responsibility of overseeing the morning announcements after the author gave initial training to class members. In his teaching assignment, too, he was somewhat formal for second graders. However, when he undertook the play writing assignment he

began to relax a little. He had shown an interest in a recent movie release which featured time travel to the past, and he wrote a Thanksgiving play with that theme. The play, which is included in Appendix E, was presented by the class for the school Thanksgiving chapel program. His most outstanding moment came as he presented a very creative portrayal of the ghost of Jacob Marley in A Christmas Carol.

The speech, drama, and communications course proceeded as detailed in the lesson plans described in Chapter III. The author found from the start that the students were eager to complete the preliminary and preparatory activities in the evaluation and listening areas and to move to actual performances. The most interesting of the observation activities was the students' observations of their teachers. While the students were instructed to look for special attention-getting techniques in regular classes, as one student expressed it, they looked for something "spectacular." Another student told his social studies teacher to "do something exciting today; I'm writing it down!"

The author realised by the third week that it would be necessary to reduce the actual number of assignments to be completed in order realistically to work within the semester time-frame. In order to preserve the integration of activities in the three areas of speech, drama, and communications the author decided to assign only one post-training speech with the students' choices of inspirational topics. In future classes the persuasive and entertaining speech

topics will be introduced.

Paralleling this decision the author also decided that the students' oral presentation improvement evaluation should include reviews of the pre-class and post-training speeches and the teaching and dramatic activities. Because the course offers a variety of oral presentation experiences, it is appropriate that a student's progress be measured as an average of all of the activities he has completed.

Following is an analysis of the achievement of the project's two types of outcome objectives, one which was intended to provide benefit directly to individual students in the class and the other which was planned to enrich other students in the school.

In the first area it was hoped that the following goals would be accomplished:

1. Each student would present the morning announcements via the school intercom. Fifteen of the 18 students have successfully delivered the announcements at least three times. One student has been most reluctant to perform in this particular way. Two others have been comfortable bringing announcements only once each. All three have participated in the three class chapel programs. Four other students have taken more frequent turns and have developed pleasant, effective intercom voices.

2. Each student would be able to identify five barriers to effective listening and ways they can be overcome. All students participated actively in class discussions on listening skills, and

this author directed the discussions so that every student responded.

3. Each student would be able to identify at least two strengths and two weaknesses of his own ability to make an oral presentation. The students viewed themselves on videotape individually with this author and in every case were able to point out weaknesses immediately. They cited such things as frequent "uh's," failure to look at the audience, a general appearance of nervousness, and talking too fast. With some encouragement from the teacher each student was able to state two strengths, such as good visual aids, a presentation geared to an audience of peers, limited reliance on speech notes, good voice volume and/or pitch, and appropriate facial expressions.

4. At least 14 of the 18 students in the class would demonstrate an increase of at least one average evaluation level in the total quality of oral presentation, including the inspirational speech, teaching assignment, and dramatic performances. The pre-test found in Appendix D was administered by the author for the pre-class speech. The inspiring speech evaluation in Appendix D was administered by another teacher and the author. The teaching assignment evaluation, Appendix E, was completed by the teacher in whose class the assignment was carried out and by this author. The dramatic performance evaluation, Appendix F, was completed by this author with the informal contributions of other teachers who viewed the performances.

The results of these evaluations are summarized in Appendix Q. As the summary indicates, 11 of the 18 students achieved the desired

1 evaluation point increase. Of those 11 there were 8 students whose increases were greater than 1 point with 4 improving by 2 points. Of the 7 students whose evaluation ratings did not increase by 1 point, 5 students did improve by .3 to .7 of a point. Viewing the class as a whole, there was an increase of 1.1 point in the mean score from the pre-class speech to the post-class average, with a pre-class mean score of 2.5 and a post-class mean score of 3.6. It is significant to note that the highest overall class mean score is in the area of dramatic presentation, a mean score of 4.3, compared to a mean of 3.4 for the teaching assignment and a mean of 3.0 for the inspiring speech. The author would suggest that the students are most at ease in front of an audience when they are "not themselves," when they can speak in another role. For this reason the author feels the dramatic experiences are most valuable for the junior high students and will help to prepare them for comfort in other oral situations.

5. Each student was expected to write, cast, and direct a one-act play, based upon a story from the Bible, choices for which are listed in Appendix M. This phase of the project was particularly successful. Each student conferred with the teacher twice during the in-class writing process. Each play was preliminarily read by its prospective cast in front of the class. Plays with related themes, such as "The Good Samaritan," "Jesus Heals," and "Peter Walks with Jesus," were presented in groups of three to the school's third and fourth grade classes.

In the second area it was hoped that the following goals would be accomplished:

1. The speech and drama students' contribution to the school operation by delivering the morning announcements would be appreciated by other members of the school faculty, as measured by attitudes and opinions expressed and recorded informally. Many positive opinions about the students' presentation of the morning announcements have been received. Faculty comments have included compliments on the students' voice qualities and observations that other students often seem interested in listening each morning to recognize who is giving the announcements and, hence, may be more attentive to the announcements. Other students have also made comments such as, "Jason really did a good job" or "Christa sounds like a radio announcer."

2. Junior high and primary or elementary grade interactions would increase from 3 to 15. This goal was fully achieved as speech and drama students prepared teaching units for grades kindergarten-four through second and presented their plays to grades three and four, for a total of 15 shared experiences. The teaching assignments were especially rewarding. Two girls gently and effectively carried out careful plans they had made for the teaching of the numbers 1 to 10 to four-year-olds. The children were attentive and eager to do each new activity the girls suggested. Two student teams presented lessons on animal classification to kindergarten-five classes, complete with pictures they had drawn themselves and stuffed animals they had brought from home. A

highlight was when at the close of the lesson a little boy raised his hand and was approached by the classroom teacher; the little boy pointed to his tall ninth-grade boy teacher and said, "No, I want him!" Three teams taught science lessons on shape and color classification at the request of the first-grade teachers, and three teams taught capitalization in conjunction with current spelling words to second graders. One grade level was taught per day, placing six students as teachers at a time and enabling each team to be assisted by four other observer-helpers. The younger students received a great deal of individual help. On the day following each lesson the entire class reviewed the teaching experiences and, through class discussion, discovered the best points and determined areas to try to improve. The students tended not "to toot their own horns," but the teacher shared with the class some positive achievement of each student-teacher.

3. Student chapel program participation would increase from the present 10 to 15 band and choral ensemble students four times per semester to 25 to 30 music and speech and drama students seven times per semester. This goal, too, has been fully achieved. The speech and drama students have presented three chapel programs. The first featured a Reformation Day theme and was a contemporary play, the script for which represents the joint efforts of students and teacher. The script is found in Appendix S. The second program was presented jointly with the music department. The speech and drama students dramatized the Thanksgiving story in an original play written

by one of the students. The script is found in Appendix R. The most ambitious venture was a "theater-in-the-round" production of A Christmas Carol, presented on two-level risers in the church fellowship hall. Each student prepared his own costume and helped to design the two-part stage. In each of the three programs every class member, with the exception of two absences, had a speaking part. In each case the author worked with the students on the importance of one's message being conveyed through acting and not through external props or scenery.

Both individual students' achievements and the overall success of the speech, drama, and communications course were evaluated during the practicum project implementation.

The author is pleased that 15 of the 18 students completed every activity. One student did not present morning announcements, and two students were absent for one of the chapel programs. All class participation-performance activities were recorded on a sheet like Appendix T. Each student was expected to participate in every activity, unless there were approved and extenuating circumstances. Therefore, positive evaluation in this area for each student was 100% involvement.

This writer determined from personal belief and from the opinions of speech and drama authors, O'Connor (1984), Franklin and Dixon (1982), and Irwin, Rosenberger, and Sloan (1983) that the best way for her to communicate evaluation results and suggestions to students was through individual conferences. This writer made

written records of observations and discussed their details privately with each student throughout the course. Specific improvement techniques which might apply to several students were shared with the entire class, primarily as a way of letting students know that each of them was not the only one with skills in need of further development.

For purposes of school report card grading each student who completed every activity during each nine-week marking period was considered to earn an "A" or "A-," which qualitatively on the school scale represent superior work, the two grades distinguished by effort. As described in Chapter I, one of the purposes of this course was for each student to move from where he was when he entered the class to a level of broader experiences. The author offered counseling and assistance to any student who delayed in the completion of any assignment so that the student would finish the task and meet this course objective.

The students in the class themselves were also asked to fill out the questionnaire in Appendix U at the end of the practicum implementation period to help this author make any necessary changes or additions to the course in its first semester and revise it as necessary for the second semester.

Interestingly, the students most frequently listed their teaching assignments as their favorite activities. The presentation of A Christmas Carol was their second favorite.

The students indicated a desire to study debating skills, which the author will include during the last two weeks of the semester.

Of the 18 students 12 said they now feel more at ease in front of an audience. They mentioned often that the peer audience is the most difficult for which to perform. When A Christmas Carol was presented it was performed to three separate groups, grades one to three, grades four to six, and grades seven to nine. At the start the students were most nervous about the last performance, but they seemed to gain confidence as the first two progressed well.

In conclusion, the author feels that the intangible goal of positive attitudinal response to class activities was definitely present. Other teachers, parents, and students have spoken favorably of the programs they have seen and the messages the presentations were intended to convey. The one activity which seemed to make the students feel the best about themselves was the teaching assignment. It is still a pleasure for this author to observe a young child waving to one of his student-teachers when they meet on campus.

V. RECOMMENDATIONS

The junior high course in speech, drama, and communications described in this report has been approved as a semester elective fine arts course in the author's school. The course of study will follow the plans detailed in Chapter III with major goals in the areas of listening and observing, planning and teaching, writing and directing, and speaking and acting.

Because the improvements in individual students' oral presentation evaluations support the conclusion that the project's instruction and participation activities are effective, the author will begin the next semester course with the listening and observing unit without the speech pre-test. This plan will add two weeks to course instruction time and will enable the students to complete two types of speeches following training in addition to the other assignments.

Primary and elementary teachers in the school have expressed enthusiasm for the return of students for new teaching assignments. One lesson requested by both second and fourth grades is a presentation on dental health in February.

The author is presently reviewing play sources to select a major dramatic production for the spring.

The next class is scheduled for three chapel programs during the semester. The author would like to plan one of the three programs as a collection of dramatic readings to augment the

students' acting experiences.

Beyond the school setting the school belongs to Christian Schools International, and faculties from the 12 Florida CSI member schools meet annually for three days of general assemblies, workshops, and small group discussions concerning all areas of Christian education. The author's principal is co-chairman of the next conference, and the author plans to submit the design of this course as a potential future workshop topic.

Christian Schools International also publishes a national journal, which is circulated to each member of every CSI school's faculty. This author is considering submitting an article to this publication describing a program which her school feels has been a valuable enrichment to its curriculum. The thrust of the article would be the enhancement of self-esteem possible for junior high students through such a course.

REFERENCE LIST

Auerbach, Emily. (1975). Thursday morning. English Journal, 64(4), 43-46.

Baller, Warren R., and Charles, Don C. (1968). The psychology of human growth and development (2nd ed.). New York: Holt.

Bytwerk, Randall L. (1985). Impromptu speaking exercises. Communication Education, 34, 148-149.

Carlson, Ruth K. (1974). Speaking and acting aids for young people. English Journal, 63(5), 82-85.

Colvario, Mary. (1974). The development of classroom workshops in oral communication. English Journal, 63(9), 55-61.

Dewey, John. (1944). Democracy and education. New York: The Free Press.

Dugger, Anita. (1981). The prompt book for teaching the art of speech and drama to the emerging adolescent: A resource guide for junior high-middle school teachers. Tulsa, OK: Tulsa Public Schools.

Farnham, Marynia F. (1952). The adolescent. New York: Harper and Row.

Franklin, Miriam A., and Dixon, James C., III. (1983). Rehearsal. Englewood Cliffs, NJ: Prentice-Hall.

Goodlad, John I. (1984). A place called school. New York: McGraw-Hill.

Hartl, David. (1979). Small schools language arts curriculum, 7-8. Mt. Vernon, Wash.: State Superintendent of Public Instruction.

Holden, Marjorie H., and Warshaw, Mimi. (1985). A bird in the hand and a bird in the bush: Using proverbs to teach skills and comprehension. English Journal, 74(2), 63-67.

Inhelder, Bärbel. (1962). Some aspects of Piaget's genetic approach to cognition. Boston: Society for the Research of Child Development.

Irwin, John V., Rosenberger, Marjorie, and Sloan, John H. (1982). Speaking effectively. New York: Holt.

Jensen, Marvin D. (1982). Basics combined: Understanding human communication through literature. The Iowa Curriculum Bulletin, 7(1), 31-33.

O'Connor, J. Regis. (1984). Speech. Englewood Cliffs, NJ: Prentice-Hall.

BIBLIOGRAPHY

Cohen, Lorraine. (1973). Scenes for young actors. New York: Avon Books.

Dicksens, Milton. (1974). Speech dynamic communication. New York: Harcourt Brace.

Eastman, Fred. (1948). One-act plays of spiritual power. Boston: W. H. Baker Co.

Eastman, Fred, and Wilson, Lois. (1939). Drama in the church. New York: Samuel French.

Fontaine, Robert. (1975). Humorous monologues for teenagers. Boston: Plays, Inc.

Handman, Wynn. (1978). Modern American scenes for student actors. New York: Bantam Books.

Moore, Sonia. (1979). Training an actor. New York: Penguin Books.

Olfson, Lewy. (1970). Classics adapted for acting and reading. Boston: Plays, Inc.

Olfson, Lewy. (1976). 50 great scenes for student actors. New York: Bantam Books.

Steffensen, James L. (1965). Great scenes from the world theater. New York: Avon Books.

Young, John W. (1973). Audition scenes for students. Chicago: The Dramatic Publishing Co.

JAN 6 1986

APPENDIX A

School Enrollment by Grades
1985 - 1986

*There are three sections for each grade level one through eight.
*There is one kindergarten-four class.
*There are two kindergarten-five and two ninth grade classes.

Kindergarten-four	24
Kindergarten-five	48
First grade	64
Second grade	71
Third grade	59
Fourth grade	63
Fifth grade	57
Sixth grade	81
Seventh grade	65
Eighth grade	59
Ninth grade	45
Total	636

APPENDIX B

Fee and Tuition Schedule
1985 - 1986

Registration fee: Kindergarten-four through ninth grade - $100, which is non-refundable unless the school cannot accept the child

Testing fee: Grades one through nine - $15, non-refundable

Tuition:

	Total	Monthly*	By semester*	By year*
K4 (½day) $	919.00	91.90	449.50	889.00
K4 (full)	1,450.00	145.00	705.00	1,400.00
K5	1,450.00	145.00	705.00	1,400.00
1 - 5	1,519.00	151.90	739.50	1,469.00
6 - 9	1,686.00	168.60	823.00	1,636.00

*Monthly payments are made in 10 installments.
*Semester payments are made in 2 installments.
*Yearly payment is made once at the beginning of the year.

Family discounts: 10% for second child, 15% for third child, 20% for fourth child.

APPENDIX C

All scores represent median grade level equivalent in years and months.

Key: LI - Listening
V - Vocabulary
WA - Word analysis
R - Reading
L - Language
W - Work-study skills
M - Mathematics

IOWA TESTS OF BASIC SKILLS RANKING 1985

GRADE	COMPOSITE	TEST LI	TEST V	TEST WA	TEST R	TEST L	TEST W	TEST M	FORM	YEAR
1	(2.8)	(2.8)	(2.5)	(2.7)	(2.5)	(3.0)	(2.7)	(2.4)	5	1981
	(2.8)	(2.7)	(2.7)	(3.2)	(2.5)	(3.3)	(2.9)	(2.3)	7	1982
	(2.6)	(2.6)	(2.5)	(2.5)	(2.8)	(2.5)	(2.3)	(2.6)	5	1983
	(2.9)	(2.6)	(2.8)	(2.7)	(3.0)	(3.0)	(2.7)	(2.4)	7	1984
	(2.8)	(2.6)	(2.8)	(2.9)	(3.0)	(2.5)	(2.9)	(2.5)	5	1985
2	(3.7)	(3.0)	(3.7)	(3.8)	(3.8)	(4.2)	(3.7)	(3.2)	5	1981
	(3.8)	(3.7)	(3.7)	(3.9)	(3.8)	(4.9)	(3.8)	(3.2)	7	1982
	(3.7)	(3.2)	(3.9)	(3.9)	(4.1)	(4.3)	(3.9)	(3.3)	5	1983
	(3.8)	(3.9)	(3.7)	(3.9)	(3.8)	(4.4)	(3.7)	(3.2)	7	1984
	(3.7)	(3.5)	(3.9)	(3.8)	(3.9)	(4.0)	(3.8)	(3.2)	5	1985
3	(4.7)		(4.6)		(4.7)	(5.4)	(4.8)	(4.2)	5	1981
	(4.9)		(4.7)		(4.7)	(5.5)	(4.9)	(4.4)	7	1982
	(4.9)		(4.7)		(5.1)	(5.4)	(4.9)	(4.5)	5	1983
	(5.0)		(5.2)		(4.8)	(6.1)	(5.2)	(4.7)	7	1984
	(4.8)		(4.5)		(4.7)	(5.4)	(4.7)	(4.4)	5	1985

Grade	Composite	Test V	Test R	Test L	Test W	Test M		
	(5.7)	(5.5)	(5.8)	(6.5)	(5.5)	(5.3)	5	1981
	(5.9)	(5.7)	(5.8)	(6.4)	(5.9)	(5.8)	7	1982
	(6.1)	(5.9)	(5.9)	(6.8)	(6.2)	(6.0)	5	1983
	(6.1)	(5.7)	(5.8)	(6.8)	(6.1)	(5.9)	7	1984
	(5.8)	(5.7)	(5.7)	(6.6)	(6.0)	(5.6)	5	1985
5	(6.7)	(6.6)	(6.5)	(7.1)	(6.5)	(6.1)	5	1981
	(7.1)	(7.1)	(6.9)	(7.9)	(7.1)	(6.8)	7	1982
	(6.7)	(6.5)	(6.5)	(7.3)	(6.5)	(6.6)	5	1983
	(7.4)	(7.2)	(7.3)	(8.2)	(7.4)	(6.8)	7	1984
	(6.8)	(6.8)	(6.7)	(7.2)	(6.9)	(6.6)	5	1985
6	(7.8)	(7.8)	(7.4)	(8.2)	(7.4)	(7.8)	5	1981
	(8.2)	(8.2)	(8.0)	(8.7)	(8.2)	(7.9)	7	1982
	(7.7)	(7.8)	(7.5)	(8.3)	(7.7)	(7.7)	5	1983
	(7.8)	(8.2)	(7.8)	(8.2)	(7.7)	(7.5)	7	1984
	(7.9)	(8.0)	(7.5)	(8.2)	(7.7)	(7.7)	5	1985
7	(8.3)	(8.5)	(8.4)	(9.1)	(8.4)	(8.1)	5	1981
	(9.4)	(9.7)	(9.3)	(10.0)	(9.3)	(9.1)	7	1982
	(8.5)	(8.4)	(8.8)	(8.8)	(8.7)	(8.7)	5	1983
	(9.1)	(9.4)	(8.9)	(9.7)	(9.3)	(8.6)	7	1984
	(8.4)	(8.5)	(8.2)	(8.9)	(8.4)	(8.6)	5	1985
8	(9.6)	(9.9)	(9.5)	(10.0)	(9.9)	(8.9)	5	1981
	(10.1)	(10.4)	(9.8)	(11.0)	(10.2)	(9.8)	7	1982
	(9.8)	(9.3)	(9.6)	(9.6)	(9.8)	(9.8)	5	1983
	(10.0)	(10.4)	(9.7)	(10.8)	(10.1)	(9.5)	7	1984
	(9.7)	(9.6)	(9.7)	(10.3)	(9.9)	(9.8)	5	1985
9	(10.6)	(10.9)	(10.7)	(11.5)	(10.5)	(10.1)	5	1981
	(10.5)	(10.6)	(10.4)	(11.2)	(10.45)	(10.15)	7	1982
	(11.0)	(11.3)	(10.8)	(11.7)	(10.9)	(10.5)	5	1983
	(10.9)	(11.3)	(10.8)	(11.6)	(10.6)	(10.4)	7	1984
							5	1985

APPENDIX D

Oral Presentation Evaluation

Student _____ Date _____

Speech Subject _____

I. Choice of subject
Did speaker seem comfortable with subject? _____
Was subject suited to speaker? _____
Was subject appropriate to occasion and audience? _____
Was subject properly narrowed? _____

II. Choice of speech materials
Did speaker choose materials properly to support topic? _____
Were examples, comparisons, statistics, etc. appropriate? _____

III. Organization of ideas
Did each part of speech serve its speaker's purpose? _____
Was introduction effective? _____
Was body complete? _____
Was conclusion definite? _____

IV. Use of language
Did speaker choose words carefully? _____
Did words possess:
... clarity? _____
... vividness? _____
... general fluency? _____
... good grammatical structure? _____

V. Use of voice
Was speaker's voice pleasant to hear? _____
Were the following qualities appropriate?
... rate? _____
... projection? _____
... expression? _____

VI. Pronunciation and articulation
Did speaker pronounce and articulate words properly? _____
Were sounds clear and concise? _____
Were words and syllables accented properly? _____

VII. Use of body
Did speaker use body effectively? _____
Were the following qualities appropriate?
... appearance? _____
... posture? _____
... facial expression? _____
... gestures? _____
... eye contact? _____

Student _____

VIII. Overall rating
Was speaker's overall presentation a positive experience for listener? _____
Was speaker's attitude congenial? _____
Did speaker establish rapport with audience? _____

COMMENTS:

Each element of the oral presentation is evaluated according to the following scale:

5 Superior
4 Excellent
3 Good
2 Average
1 Below average

APPENDIX E

Teaching Assignment Evaluation

Student _____ Date _____

Grade level _____ Subject _____

Specific activities _____

_____

Before-class preparation _____

Introduction of self _____

Introduction of subject _____

Explanation of key points _____

Involvement of as many students as possible _____

Preparation of visual aids _____

Effective use of visual aids _____

Rapport with students _____

Concluding lesson review _____

Facial expressions _____

Comments:

Each element of the teaching assignment is evaluated according to the following scale:

5 Superior
4 Excellent
3 Good
2 Average
1 Below average

APPENDIX F

Dramatic Performance Evaluation

Student _____ Date _____

Nature of presentation (class play, chapel, etc.) _____

Title of presentation _____

Character or responsibility (such as narrator) _____

Prompt memorization of lines _____

Delivery of lines with few, if any, cues _____

Attention to stage directions _____

Believability of character _____

Volume of voice _____

Pitch of voice _____

Preparation of costume _____

Cooperation with other performers _____

Cooperation with director _____

Effective handling of props _____

Comments :

Each element of the dramatic performance is evaluated according to the following scale:

5 Superior
4 Excellent
3 Good
2 Average
1 Below average

APPENDIX G
Letter to Teachers

August 21, 1985

Dear

One of the exciting plans we have for the new junior high speech and drama course this year is the opportunity for the class members to get to know some of our younger children better. If it would work into your plans once or twice each semester, we would like for two of the speech and drama students to come to your class and teach a short lesson. Some possibilities would be a Bible story, the "facts" for an addition or subtraction family, a game, or many others of which I hope you will help us to think! The speech and drama class will meet during the seventh period elective, 2:30 p.m. to 3:05 p.m. Kids gravitate to kids, and I believe your children will respond well to the junior high students. In addition, the experience of teaching a specific topic to younger students will help the older students learn to communicate clearly and effectively. I will also appreciate your help in evaluating how well your children learned from each experience and what efforts our students can make to improve.

If you would be willing to let us "teach for you" this semester, and, hopefully, next, too, would you sign and return this sheet to me? In addition, and, most importantly, would you please suggest topics the junior students could present or activities they could conduct for you?

Thank you so very much for your time, your thoughts, and your encouragement. This partnership will be a chance for me, too, to stay in touch with good friends in the primary department.

Sincerely in Christ,

Teacher _____ Class _____

Suggestions: _____

_____

_____

_____

_____

APPENDIX H

What Do You Think?

Have you ever wished that you could come into a class on the first day of school and have the teacher say, "What would you like to learn and do this year?" You've finally come to that class! Many exciting plans have already been made for your Speech, Drama, and Communications class, but part of those plans calls for you to express the kinds of skills you'd like to develop and the types of experiences you'd like to have. Please answer the questions below thoughtfully. Please include your name at the top of the questionnaire, because some of our activities will involve small groups and varied activities may be pursued by different groups.

I. Please rate the following activities from 5 to 1 according to how much you'd like to pursue each one; 5 represents "very much" and 1 represents "not at all."

_____write a one-act play

_____make the morning intercom announcements

_____speak before this class

_____speak before another junior high class

_____speak before an elementary or a primary class

_____have a speaking part in a chapel program

_____prepare and/or demonstrate props during a chapel program

_____act in a one-act play in class

_____act in a one-act play in chapel

_____act in a major musical

_____act or speak before a group outside of school

_____learn to tell stories

_____teach a short lesson to younger children at school

_____watch myself on a videotape

_____participate in a debate

II. Please list any other suggestions for activities you believe would be appropriate for this class:

_____

_____

_____

III. Please indicate which of the following experiences you have had and how often. Please put an "x" if you have done something at least once. If it is something you do or have done often, for example, 4 or 5 times a year at church, in Sunday School, in Scouts, etc., please write "often-church (or whatever occasion)."

_____teach a lesson to other students about my age

_____teach a lesson to younger children (this might be actually sitting down with a younger brother or sister and teaching math facts, a reading concept, etc.)

_____speak before a group

_____conduct a meeting (for example, if you are a "squad" leader in a club)

_____act in a play/musical

_____participate in a debate

IV. Please share with me why you chose this class. Place an "x" beside your answer. You may choose more than one answer. Please add any comments on the extra lines if you would like to.

_____want to "act"

_____want to learn public speaking

_____need to satisfy one semester of fine arts

_____parents suggested this course

_____other (please explain)

_____

_____

_____

V. Please tell something about yourself.

_____For how many years have you attended SPS?

_____What is your favorite subject?

_____Second favorite?

_____Do you feel comfortable doing things in front of a group? Please explain with such things as "this is really my thing--I like to perform" or "I really prefer not to get up in front of people" or whatever words best express your feelings. Please include what kinds of groups you prefer if there are some with whom you feel more comfortable, for example, other students, younger children, adults, church group, etc.

By the end of the semester, those of you who "love to act" will have had many opportunities; those of you who are "stage-shy" will either be anxious to get on stage or will have discovered other ways in which you can participate in a dramatic presentation without actually acting. By the end of the semester we want everyone, one way or another, to "break a leg"!

APPENDIX I

Ranking of Student Preferences for Class Activities

Students rated 15 different activities individually on a scale of 5 to 1 according to how much they would like to participate in each one, with 5 indicating "very much" and 1 representing "not at all." Their complete responses were recorded on the questionnaire in Appendix C.

Average ranking	Activity
4.22	teach a short lesson to younger children
4.11	speak before an elementary/primary class
3.83	participate in a debate
3.56	act in a major musical
3.44	prepare and/or demonstrate props
3.33	act in a one-act play in class
3.33	have a speaking part in a chapel program
3.22	act in a one-act play in chapel
3.22	learn to tell stories
3.06	act or speak before group outside school
3.00	watch myself on a videotape
2.89	speak before this class
2.83	speak before another junior high class
2.72	write a one-act play
2.67	make the morning intercom announcements

APPENDIX J

ARE YOU A GOOD LISTENER?					
	ALMOST ALWAYS	USUALLY	OCCASIONALLY	SELDOM	ALMOST NEVER
ATTITUDES					
1. Do you like to listen to other people talk?	5	4	3	2	1
2. Do you encourage others to talk?	5	4	3	2	1
3. Do you listen even if you do not like the person who is talking?	5	4	3	2	1
4. Do you listen equally well whether the person talking is man or woman, young or old?	5	4	3	2	1
5. Do you listen equally well to friend, aquaintance, stranger?	5	4	3	2	1
ACTIONS					
6. Do you put what you have been doing out of sight and out of mind?	5	4	3	2	1
7. Do you look at the speaker?	5	4	3	2	1
8. Do you ignore distractions?	5	4	3	2	1
9. Do you smile, nod your head, and otherwise encourage the speaker?	5	4	3	2	1
10. Do you think about what she is saying?	5	4	3	2	1
11. Do you try to figure out what he means?	5	4	3	2	1
12. Do you try to figure out why she is saying it?	5	4	3	2	1
13. Do you let him finish what he is trying to say?	5	4	3	2	1
14. If she hesitates, do you encourage her to go on?	5	4	3	2	1
15. Do you restate what he has said and ask him if you got it right?	5	4	3	2	1

16. Do you withhold judgement about her idea until she has finished?	5	4	3	2	1
17. Do you listen regardless of his manner of speaking and choice of words?	5	4	3	2	1
18. Do you listen even though you anticipate what she is going to say?	5	4	3	2	1
19. Do you question him in order to get him to explain his idea more fully?	5	4	3	2	1
20. Do you ask her what the words mean as she uses them?	5	4	3	2	1

If your score is 75 or better, you are a Good Listener.
If your score is 50-75, you are an Average Listener.
If your score is below 50, you are a Poor Listener.

(Irwin, Rosenberger, and Sloan, 1982, pp. 36-37)

APPENDIX K

Name _____

Teacher Observations

Some of the best oral presentations occur daily in your regular classrooms! Your teachers plan their lessons and instruction techniques in ways which will communicate information to you most effectively. On the chart below please record as many of the special elements of good oral presentation your teachers employ that you can. Record such things as the use of visual aids, dramatic sketches, voice variations, marker expressions, body movements, involvement of you in the presentation, and anything else which you feel captures your attention and, therefore, enhances your learning.

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

Period _____ Subject _____ Teacher _____

APPENDIX L

Television Personality Observations

How Did They Get Where They Are?

Listen to and observe the television personalities on the videotape you view in class. Make a written record of your reactions to their voices, their gestures, and their appearances. Use the chart below to record your reactions. You will use one chart for each personality.

1. voice ___pleasant comment: _____
   ___unpleasant
2. articulation ___clear comment: _____
   ___unclear
3. word choice ___acceptable comment: _____
   ___unacceptable
4. personality ___likable comment: _____
   ___not likable
5. dress ___appropriate comment: _____
   ___inappropriate
6. body movements ___enhancing comment: _____
   ___distracting

APPENDIX M

Bible Stories

You will select one of the following Bible stories and write a one-act play to recreate this story and make it come alive for your audience. Your script should include appropriate dialogue between the characters who participate in the story.

1. Adam and Eve Genesis 1:26-31, 2:1-25
2. Noah and the Flood Genesis 6, 7, 8, 9:1-17
3. Samuel and Eli I Samuel 3
4. Elijah's Miracle I Kings 17:1-24
5. Daniel in the Lion's Den Daniel 6:1-28
6. Shadrach, Meshach, and Abednego Daniel 3:1-30
7. The Tale of Jonah Jonah 1-4
8. The Parable of the Great Banquet Luke 14:15-24
9. The Parable of the Lost Sheep Luke 15:1-7
10. The Parable of the Prodigal Son Luke 15:11-32
11. The Story of Zacchaeus Luke 19:1-10
12. The Parable of the Good Samaritan Luke 10:25-37
13. Jesus Feeds the Five-Thousand Luke 9:10-17
14. The Parable of the Talents Matthew 25:14-30
15. The Birth of John the Baptist Luke 1:5-25, 39-45, 57-66
16. Jesus Heals Luke 8:40-56
17. Peter Walks with Jesus Matthew 14:22-32
18. Paul and Silas Escape Miraculously Acts 16:16-40

APPENDIX N

Exercises on Effective Language

Concrete words: Decide which words in the following list are concrete and which are abstract. Can some words be either abstract or concrete? We will discuss your answers.

pines	wild
justice	decision
honor	circus
automobile	house
person	home
poodle	picture
gracious	art

(from Speech, O'Connor, 1984, p. 182)

Specific words: Study each of these words. Following the example, name more specific words that are included in each of these general groups.

Ex. galaxies
solar systems
planets
Mars

stars precipitation theater animals

(O'Connor, 1984, p. 182)

Color words: Psychologists have analyzed the colors of clothing people wear and the colors with which they decorate their homes and offices and have determined that colors both reflect personalities and moods and influence feelings at the time one is exposed to a particular color. For example, educational research has shown that students respond more effectively to rules within the classroom when the teacher is wearing bright colors such as red or yellow as opposed to light blue or grey. Words have "color," too. Study the following words and evaluate them for "color."

intense	good
pelting	thoughtful
dynamic	energetic
interesting	walk
motivating	trudge

Now give examples of how each of the words you selected as having more "color" could be used in an effective sentence.

Economy of language: Let's look at some examples. Decide in each case which sentence conveys its idea more effectively.

Regarding the situation in the flooded area, we must make a concerted effort to aid the local residents.
We must try to aid the residents in the flooded area.

We had sunshine for a whole week.
A period of sunny weather set in and remained for a whole week.

(O'Connor, 1984, p. 184)

Contrast: The following examples come from three speeches by President John F. Kennedy. Can you identify his use of contrast in each one?

"Let us never negotiate out of fear. But let us never fear to negotiate."
"In the election of 1860 the great issue was whether this country would remain half slave and half free; in the election of 1960 . . . the great issue is whether the world will remain half slave and half free."
"Ask not what your country can do for you--ask what you can do for your country."

Repetition: President Franklin D. Roosevelt delivered the following speech during World War II. What is your opinion of his use of repetition:

"From Berlin, Rome, and Tokyo we have been described as a nation of weaklings--'playboys'--who would hire British soldiers, or Russian soldiers, or Chinese soldiers to do our fighting for us.

Let them repeat that now!
Let them tell that to General MacArthur and his men.
Let them tell that to the sailors who today are hitting hard in the far waters of the Pacific.
Let them tell that to the boys in the Flying Fortresses.
Let them tell that to the marines!"

Climax ordering: General Douglas MacArthur used the following paragraphs in a speech to the cadets at West Point to describe the "American man-at-arms."

"But when I think of his patience under adversity, of his courage under fire, and of his modesty in victory, I am filled with an emotion of admiration I cannot put into words. He belongs to history as furnishing one of the greatest examples of successful patriotism. He belongs to posterity as the instructor of future generations in the principles of liberty and freedom. He belongs to the present--to us--by his virtues and by his achievements.

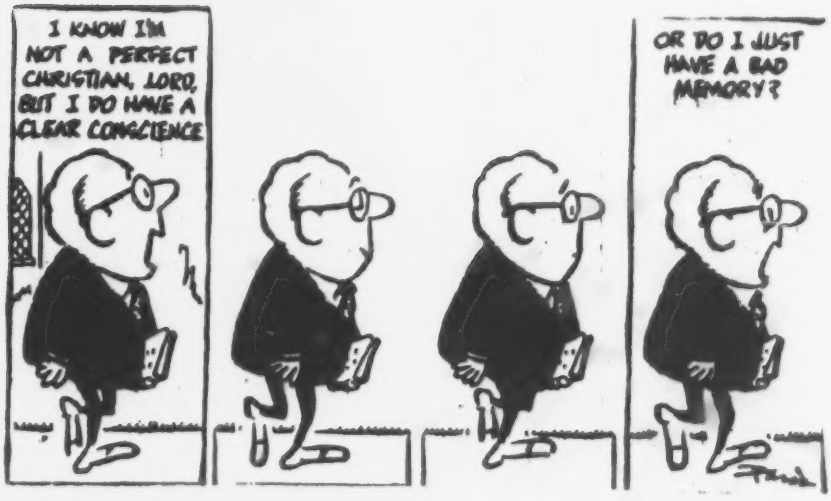
In 20 campaigns, on 100 battlefields, around 1,000 campfires I have witnessed that enduring fortitude, that patriotic self-abnegation, and that invincible determination which has carved his statue in the hearts of his people."

APPENDIX O

Inspirational Speech Topics

Folks with good habits also seem to have most of the good luck. — The Country Parson

It usually takes more than three weeks to plan a good impromptu speech!
—Mark Twain



Right on Target

Get the right perspective. When Goliath came up against the Israelites, the soldiers all thought: "He's so big we can never kill him." But David looked up at the same giant and thought: "He's so big I can't miss!" — The Exchangite

If you don't want to battle the competition, pick the hardest job. — Farmer's Digest

Can you imagine today's children 40 years from now on a psychoanalyst's couch trying to remember what they had to do without? — Funny Funny World

Practice is the best of all instructors.
—Publius Syrus

Half the world is composed of people who have something to say and can't; and the other half, who have nothing to say and keep on saying it.
—Robert Frost

Last Laugh

Your sense of humor isn't evidenced
By your jokes or facetious view,
But simply by your ability to laugh
When the joke is on you.
— Ruth M. Walsh

The secret of happiness is to count your blessings while others are adding up their troubles. — Harold Haydon

You can't fool all the people all the time but thanks to television you can now fool more of the people more of the time than you ever could before. — Bon Turnbull

I would never think of speaking without, in some way, ordering my thoughts.
—Harry Emerson Fosdick

I KNOW FAMILY PRAYER AND DEVOTIONS SHOULD BE A DAILY PART OF OUR LIVES
PRAYING AND READING THE SCRIPTURES TOGETHER WILL STRENGTHEN EACH MEMBER AND MAKE A CLOSER FAMILY BOND
LET'S SEE IF THE TV SCHEDULE WILL PERMIT IT

What you are speaks so loud that I cannot hear what you say.
—Ralph Waldo Emerson

My Word

Ever popular, he — but why?

"He's sharp," said one.

"Good conversationalist," said another.

And some just said, "A real nice guy."

But I'm all that, thought I. Why am I not sought after, appreciated, with "nice guy" consideration?

And then, I met him — really no big deal. But I understood . . . He asked about, talked about ME.

Most speeches to an hour-glass
Do some resemblance show,
Because the longer time they run,
The shallower they grow.
—Prochnow

Though a man be born to genius, a natural orator and a natural reasoner, these endowments give him but the outlines of himself. The filling up demands incessant, painstaking, steady work.
—Henry Ward Beecher

Swap Session

It's too bad we can't exchange problems.
It would be so beneficial and wise . . .
After all, it's a simple matter
To solve the other guy's.

We have never learned to support the things we support with anything like the enthusiasm with which we oppose the things we oppose.

Laughter is the hand of God on the shoulder of our troubled world. — GraphicCommunicator

Many a nobody who isn't known by anybody becomes a somebody and is known by everybody, and everybody tells him they knew him when he was nobody and they knew he would be somebody someday. — Good Reading

Not what I have but what I do is my kingdom. — Thomas Carlyle

Many times the road to success requires a you-turn. — Frank Tyger

A person with a strong will and not much talent will outshine a talented zigzagger. — The Country Parson

The person who spends today wishing he'd done differently yesterday will do the same tomorrow. — Frank Clark

Politeness is an inexpensive way of making friends. — Lyle Berry

It takes two to speak the truth—one to speak, and another to listen.
—Henry David Thoreau

AT SCHOOL AND AT PLAY, SON, I WANT YOU TO BE FAIR, KIND AND THOUGHTFUL OF OTHERS
GOD SEES AND KNOWS EVERYTHING AND WE MUST TRY HARD TO DO WHAT'S RIGHT
DADDY, YOU'RE DOING 48 IN A 35-MILE-AN-HOUR ZONE. IS THAT A SIN?
CHRISTIAN PARENTING DOESN'T COME EASY

APPENDIX P

Persuasive Speech Topics

Speak for:

1. better student-parent relations
2. conservation of natural resources
3. state lottery
4. proper diet
5. regular exercise
6. respect for teachers

Speak against:

1. teenage drinking
2. drunk driving
3. drugs
4. smoking
5. littering
6. pollution
7. state lottery

APPENDIX Q

Class Summary of Oral Presentation Evaluations

Student	Pre-class Speech	Teaching Assignment	Inspiring Speech	Dramatic Performances	Average of Post-training	Increase or Decrease
#1	3	4	3	4	3.7	+.7
#2	2	3	3	3	3	+1
#3	2	3	4	5	4	+2
#4	3	4	3	5	4	+1
#5	2	4	3	5	4	+2
#6	3	5	3	4	4	+1
#7	3	2	3	4	3	±0
#8	3	4	4	5	4.3	+1.3
#9	3	4	3	4	3.7	+.7
#10	4	4	4	4	4	±0

Student	Pre-class Speech	Teaching Assignment	Inspiring Speech	Dramatic Performances	Average of Post-training	Increase or Decrease
#11	3	2	3	5	3.3	+ .3
#12	1	3	2	3	2.7	+1.7
#13	2	3	2	3	2.7	+ .7
#14	2	4	3	5	4	+2
#15	3	5	3	5	4.3	+1.3
#16	2	2	3	5	3.3	+1.3
#17	2	2	2	3	2.3	+ .3
#18	2	4	3	5	4	+2
CLASS MEAN	2.5	3.4	3.0	4.3	3.6	+1.1

APPENDIX R

TOO MANY INDIANS

Student Play

Housewife (being pressured by Thanksgiving, having relatives over, children "pestering" her, etc.: Why in the world did we invite 30 people for Thanksgiving dinner?

Husband: You know you've been saying for years that you wanted to have a big dinner for both of our families.

Wife: I know. And I'm glad they're all coming, but I think I'll be glad when today is over, too. There's so much to do!

Child: But just imagine, Mom, if you had had to fix that first Thanksgiving dinner!

Wife: I think it would have been much easier. Everything outside, lots of people to help with the clean-up...

Husband: But remember how many people came to that dinner and all those Indians!

Wife: What do you know about Indians? The only redskins you know are the ones you'll watch all afternoon on TV!

Child: At least you have a dishwasher, Mom! That's something the Pilgrims didn't have!

Wife: You're right, of course. With just a little rest I'll be all ready for dinner this afternoon.....

(scene changes to first Thanksgiving)

Pilgrim: Please, do hurry, dear; they've surprised us all...

Wife: Who? what? what are you talking about?

Pilgrim: Pray, what a strange accent...are you one of them?

Wife: One of who?

Pilgrim: The Indians...92 more of them are coming for dinner than we had planned.

Wife: No, I'm, I don't know...

Pilgrim: You can help...just carry these things to the table the men are setting over there.

Wife: This can't be...I must be dreaming...it looks like ...the...first...Thanksgiving!

William: Mmmm, this venison is delicious, Squanto.

Squanto: You must thank my fellow Indians. They are good deer hunters. And you can thank your God. There were many large deer this hunting season.

William: It is good you begin to recognize God's hand in things, Squanto.

Susan: You and all your Indian friends have all been so good to us. How can we ever thank you?

Squanto: You can thank us by teaching us more about your God Who has protected you and provided for us all.

Captain Standish: We would be glad to do that, Squanto. Our God is very powerful. We hope all the Indians will get to know Him, too.

Priscilla: Would you like some popcorn?

Everyone (except Squanto): Popcorn? What on earth is that?

Priscilla: It's corn--popped in high heat. Try some (she serves them).

Susan: Why that's delicious, my dear.

John: Not bad. We are having such a good time here today, it is hard to believe all the hardships we have gone through since one year ago.

Squanto: I still do not understand how you survived that long journey by boat with so many people...

Pilgrim 2: There were 102 people squeezed onto the Mayflower for that 3-month voyage.

Pilgrim 3: I remember the terrible storm at sea...the children crying....seasickness...

Pilgrim 4: And the worst was yet to come--that terrible first winter on Cape Cod; 47 people died in the first 3 months.

(Everyone is solemn for a few seconds.)

Susan: (cheerfully) But we have each other and many blessings to remember today. Come, everyone. Let's have some dessert.

Squanto: Pumpkin pie.

Everyone: Pumpkin pie! What is that?

Indian: It is made from this. It tastes like a pudding.

(Indians serve pumpkin pie.)

Susan: I think this day is too beautiful a day to think of hardships and sadness. Let's remember the many blessings God has given us since a year ago.

Standish: Good idea. I would begin with the way God provided the finances for our journey. And those who squeezed into the Mayflower were like Gideon's army--God's chosen few to enter the promised land.

3

John: Remember on the Mayflower during that terrible storm when Mr. Brewster saved our ship with his printing press?

Indian: How did that happen?

Pilgrim 5: The main beam had broken and the ship was leaking badly. We prayed, and it seems that Brewster came up with the idea to support the beam with his printing press. It took him awhile to find it, but he did, and it worked!

(Everybody laughs and nods.)

John: yes, even the sailors began to pray after that incident.

William: I'll never forget when we heard the cry, "Land ho!"

Susan: And the day when we landed on the beach of Cape Cod and praised God for a safe trip.

Brewster: Do you remember that time when we were attacked by the Indians?

Indian 2: I thought you were going to remember only the blessings.

Brewster: Yes, but God gave them poor aim that day. None of the arrows hit us.

Standish: My favorite blessing was when we men were in a meeting trying to decide how to supply our next food and an Indian appears asking us for something to drink -- in perfect English!

Susan: Yes, Samoset. What a God-sent gift he was!

Priscilla: And he introduced us to you, Squanto. And you've been such a help and friend to us.

Standish: Without you we wouldn't have these beaver furs to keep us warm.

Susan: ...and the corn for winter.

Priscilla: Not to mention popcorn. Have some more!

Brewster: And because of you we have peace with all the Indians around us.

Pilgrim 2: You taught us how to trade.

Squanto: Of course! You are now my brothers and sisters. I must protect you. Your God protected me by sending me far away before all my people died of a plague. (a moment of silence) It seems strange, but I think God prepared this place for you.

Standish: Why do you think that, Squanto?

Squanto: Because if my people had been alive when your boat reached this shore, they would have surely killed you.

William: Come on, everyone, it's time for our worship service.

(Pilgrims move together.)

Child: Mom, wake up. The company is here!

Wife: What? Oh, gosh, all 92 of them...

Child: No, Mom, it just seems like that many...

Wife: Do you know they showed us how to grow corn and we invented popcorn!

Child: What are you talking about?

Wife: (realizes where she is) The first Thanksgiving... so many blessings....

(Wife gathers children, husband): I'm so glad we're together today. Happy Thanksgiving, everyone!

"Too Many Indians" was written by a student in the pilot speech, drama, and communications class for presentation by the class at the school Thanksgiving program.

APPENDIX S

DRAMA- Skit for chapel (10/21)

STUDENT#1: What do you think Mrs. Miller would say if I wore this mask to class?

STUDENT#2: Mask...what mask?

STUDENT#1: Funny...

STUDENT#3: Do You all have your costumes ready for the party?

STUDENT#4: I do. As you can see, my costume reflects my personality.

STUDENT#1: What about everything else? Who is bringing the food?

STUDENT#5: We're bringing pizza!

STUDENT#6: Yeah: four large with everything on it. We'll all have to pitch in two dollars.

STUDENT#7: We're doing dessert. I think we'll bake some Halloween cookies.

STUDENT#8: Why do we celebrate Halloween, anyway?

STUDENT#1: Well, Halloween began as a night of Celebration before All Saints Day.

STUDENT#2: On All Saints Day, Christians remember all of their church leaders throughout history.

STUDENT#8: What about the costumes?

STUDENT#1: People sort of got carried away as they thought about history and spirits. And I think that people have always liked to pretend to be someone else.

STUDENT#9: The parties and treats are pretty popular, too!

STUDENT#2: I guess Halloween is a rather selfish celebration.

STUDENT#10: What is wrong with that? We just have fun and don't hurt anyone.

STUDENT#2: Come on, you know that the Bible teaches us that whatever we do should be done for the glory of God.

STUDENT#11: But how can we have a Halloween party and yet glorify God?

STUDENT#12: We can celebrate Reformation Day, instead.

STUDENT#8: What is Reformation Day?

STUDENT#12: Reformation Day is the day Martin Luther posted ninety-five important ideas on the door of his church in Wittenberg, Germany.

STUDENT#13: That happened in A.D. 1517, after Martin Luther had struggled for many years with how he, a sinner, could earn God's love.

STUDENT#14: Finally, he discovered Paul's wonderful passage in Ephesians, that the just are saved by faith in God.

STUDENT#11: What does all of this have to do with our Halloween party?

STUDENT#15: Well, you see, we don't do the right things to earn God's love. By His grace, He first loved us.

STUDENT#16: And Jesus paid the price for our sins.

STUDENT#17: The joy we have feel from knowing that love should make us want to do things that please God.

STUDENT#18: Like planning a Reformation party!

STUDENT#16: Right-on!

STUDENT#1: That's it! Good idea! But, how do we plan for this party?

STUDENT#14: We plan something special for someone besisdes ourselves.

STUDENT#3: Sure...How do you propose we do that?

STUDENT#4: I know! Do you remember the paston talking about the children's floor at the hospital, and how sometimes, the children are frightened? Suppose we see if we can visit them in our costumes. But using friendly costumes-- a clown, cartoon characters-- you know.

STUDENT#5: Perhaps we could play some games with them.

STUDENT#6: The other day, my mother was talking about an older lady who can't get out. She also said that there were several elderly people in our church who would really enjoy having company.

STUDENT#7: We could take some of our party to a lot of people, couldn't we? Personally, I think they would just love our cookies.

STUDENT#14: That is exactly what Martin Luther had in mind when he took his ideasto the church.

STUDENT#13: Yes, he wanted people to know that God's love is a gift, and they can show that they are thankful by the love that they share with others.

STUDENT#1: I think this is going to be the best October thirty-first we have ever had!

STUDENT#2: Okay, then. Let's get started!

This play was written jointly by the students and teacher in the pilot speech, drama, and communications class. This script, prepared for cast use, was typed by one of the students in the class.

APPENDIX T

Name _____

Speech, Drama, and Communications
Log of Activities Completed

(indicate date completed)

_____ Teacher observations

_____ Evaluation of television personalities

_____ Team-teaching in grade _____ (K4 - 4)

_____ Bible story one-act play script

_____ Morning announcements

_____

_____ Inspirational speech

_____ Videotape evaluation

_____ One-act play performance

_____

_____ Chapel participation

_____ Persuasive speech

_____ Entertaining speech

APPENDIX U

Speech, Drama, and Communications
Course Evaluation

1. Of the activities we have undertaken so far, which three have been your favorites? Please explain why.

_____

_____

_____

2. Is there something we have not yet done that you would like to do?

_____

_____

3. What skills do you feel you have developed or improved as a result of this course?

_____

_____

4. Is there some part of the course which was not "your favorite," which you would have preferred not to have undertaken? If so, please explain why.

_____

_____

5. Are there opportunities which you can now anticipate in which you may use the skills you are developing in this course? Please describe (for example, church, club meetings).

_____

_____